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ABSTRACT

New York City Schools operate a summer junior-high-school program which includes an intensive program of remedial reading. Students are admitted to the program only if they are reading at least two grade levels below their actual grade level as measured by the Metropolitan Achievement Tests. Reading classes of about 25 students each participate in essentially traditional learning activities such as class exercises, homework, lessons on specific reading skills, phonics, and directed and free reading. Materials used include commercial reading materials, workbooks, charts, reading pacers, controlled readers, and filmstrips. A circulating library is integral to the program and useful in motivating the students--for every four books the student reads, he is permitted to keep one for his personal library. Evaluation of the 1970 summer program indicates that 81.1 percent of the students showed growth on the Metropolitan Achievement Tests, with the median growth of students being 9 months. Increased success of the program over the last 2 years is attributed to highly motivated students, the employment of skilled reading coordinators, and experienced reading teachers. References are included. (AL)

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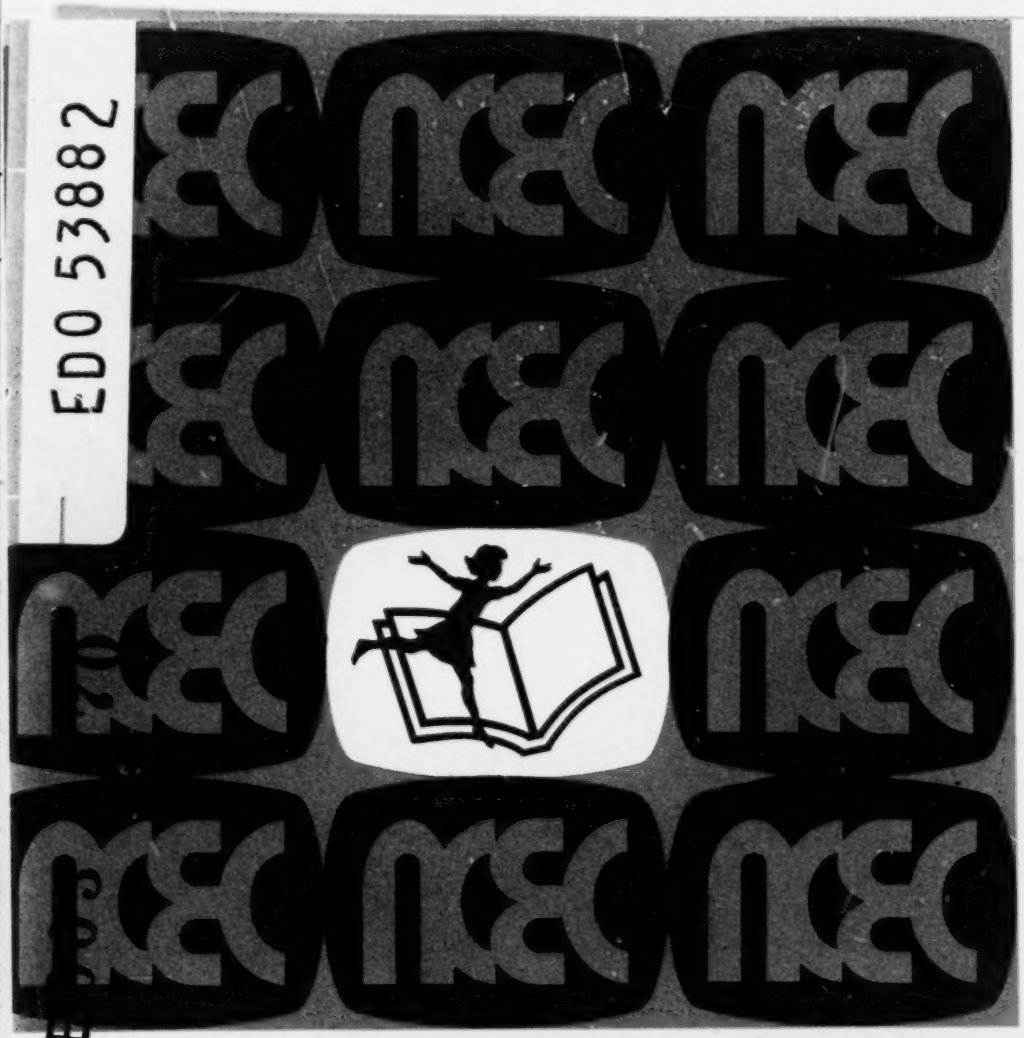

OE/NCEC

Model Programs

Reading

Summer Junior High Schools
New York, New York

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OE-30031

Model Programs

Reading

Summer Junior High Schools
New York, New York

An intensive summer remedial program which fosters reading growth for junior high school students

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

New approaches to the teaching of reading are continually being developed to provide more effective learning opportunities for children who have inadequate reading skills. The Office of Education, through its National Center for Educational Communication, contracted with the American Institutes for Research, Palo Alto, Calif., to prepare short descriptive booklets on 10 of the promising reading programs operating in the Nation's schools.

Each booklet contains a wide range of information presented in standardized format, including a brief introduction to the program, the context or setting in which it operates, an indepth description, an evaluation based upon empirical data, sources of further information, and a bibliography.

Seven reading programs were included in the first *Model Programs--Childhood Education* series. Since these booklets had already

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ets had already been published, they were not duplicated for this series. However, so that the seven will not be "lost" to those interested in exemplary reading programs, they are listed here by title and OE number. All are available at 20 cents each from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

- Interdependent Learner Model of a Follow Through Program, New York, N.Y., OE-20149.
- Responsive Environment Model of a Follow Through Program, Goldsboro, N.C., OE-20139.
- DOVACK Reading Program, Monticello, Fla., OE-20141.
- Corrective Reading Program, Wichita, Kans., OE-20158.
- Exemplary Center for Reading Instruction, Salt Lake City, Utah, OE-20136.
- Perceptual Development Center Program, Natchez, Miss., OE-20142.
- Project PLAN, Parkersburg, W. Va., OE-20150.

INTRODUCTION

Each summer the city of New York operates a summer junior high school program of intensive instruction for students who have failed subjects during the regular school year. The program includes a remedial reading component which serves over 1,400 students. Pretests and posttests were given for the summer of 1970, and the students' median growth in reading during the 7-week instructional period was 9 months.

CONTEXT OF PROGRAM

New York City has a large system of about 1,000 schools, but the summer schools were influenced by the recent transfer of authority from the Board of Education of the City of New York to local boards elected by the residents of relatively small areas of the city. The resulting organizations corresponded in size to many smaller cities with independent school boards.

LOCALE

The summer program was planned by a coordinator for the city of New York as a whole, but it is now being administered at the local level by the semiautonomous school districts.

The summer school program serves students throughout New York City, primarily those from disadvantaged segments of the population. The proportion of students from black or Puerto Rican minority groups varies considerably from school to school, but averages 46 percent black and 17 percent Puerto Rican.

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SPECIAL FACTORS

Summer junior high schools staffed by regular school personnel have existed in New York City since 1960. Formerly the "Junior High Summer Institutes," the program is now officially called "Summer Junior High Schools." The origins of the reading component of the program and its continued modification were largely the responsibility of the program coordinator, Dr. Bernard Fox, who worked with a small committee including the staff superintendent, the reading coordinator, and members of the board of education curriculum committee.

Various changes have occurred in the methods, the operation, and the results of the program since its beginning. Increasing emphasis has been placed on diagnostic testing and on a greater number of educational aids to facilitate individualization of instruction. Paperback books which originally comprised the special libraries for the reading program were later distributed to the students to form the basis of a personal library. Some additional innovative instructional materials were introduced. Emphasis continued to be placed on the inservice training of teachers and volunteers by curriculum specialists, and many teachers gained considerable experience through 5 or more years of regular summer school teaching.

Major changes have occurred in the funding of the program. Previously the summer schools received Federal and State financial support; however, no more Federal funds are available for the project. In 1969 half of the schools were funded by the State, and in the future the program will operate with city funds only.

Program Description

SCOPE

In 1970, 7,449 pupils were in 10 summer schools. Of these approximately 2,036 were in the reading program, located in seven centralized schools. Although nominally in the junior high school grades, the students were not classified according to grade level but according to level revealed on the Metropolitan Achievement Test in Reading. The median grade equivalent in the pretest was 5.0.

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Students are allotted two classes in the summer schools on the basis of pretests in the particular subject matter. In reading, only those students who are retarded 2 years or more are admitted to the program. Students volunteer for the program in addition to being recommended by the schools. A principal reason for high student motivation apparently is the fact that students are able to make up for the loss of credits during the school year which would otherwise prevent them from normal advancement in the schools.

FACILITIES

The physical plant is the same as that for junior high schools in the New York City system during the regular school year. Busing is employed only for local transport, without any attempt at integration. However, the schools selected for the summer school program tend to be on the borders of ethnic areas, resulting in an integrated school population.

ACTIVITIES

On the basis of pretest performance on the Metropolitan Achievement Test in Reading, pupils are grouped into four levels of reading competence: (1) those reading below 3.5, (2) those reading 3.5 to 4.5, (3) those reading 4.5 to 5.5, and (4) those reading 5.5 to 6.9.

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The average reading class size in the summer school is 25. Each class is conducted by a well-trained professional teacher, often with the aid of a student teacher, together with occasional volunteers. The pattern is for the class to move from the whole group to small groups to smaller groups according to the demands of the teaching situation.

An independently developed program of diagnostic testing is a central feature of the summer school reading classes. The reading

teachers carefully diagnose each student's reading problems, using an item analysis of the results of the Metropolitan Achievement Test in Reading, a phonic survey test, and an informal reading test. The results of these tests are charted on graph paper, and from this chart each teacher selects the skills needed by his class and by individual students. After the particular deficiencies of each pupil have been discovered in testing, classroom activities concentrate on remedial work involving the specific skills which the pupil lacks. The teacher also forms small groups based on specific needs.

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Learner activities are fairly traditional. Teachers use a *Reading Handbook*, prepared by the summer schools reading consultant, which contains complete instructions for implementation of the reading program, including testing directions, suggested class agenda, and instructions for using the various materials available to the program. The *Reading Handbook* outlines two sets of learning activities--the Basic Reading Program (BRP) and the Intensive Reading Program (IRP)--which teachers may use with different students according to their different reading levels. Both programs include lessons and drills designed to teach specific skills.

For using the BRP and IRP materials, the *Reading Handbook* suggests a general program for the 90-minute class sessions. The class typically begins with a review exercise ard a homework check, which occupy the first 15 minutes of the period. The next 35 to 45 minutes are allotted to teaching a "skill of the day," using Basic Reading Program materials if the pupils are reading below the fourth-grade level and the Intensive Reading Program materials for pupils reading at grade levels 4 through 6. Teaching is followed by application of the skill of the day, for which students use BRP and IRP workbooks or available commercial reading materials selected by the teacher. After the skill-of-the-day segment, the *Reading Handbook* suggests that a brief 10-minute lesson on phonics may be taught as needed, but should be regularly taught if pupils are below the fourth-grade level. The final 30 minutes of each day are devoted to a directed reading activity which may use any of the available materials and occasionally includes free reading. Also during this time a circulating library visits the classes.

The circulating library is an integral part of the program; it is maintained in each school and is circulated to various rooms during every period. It consists of several hundred paperback books specially selected for junior high school students, on

reading levels ranging from 3.0 to 7.0. Every pupil who reads four books is permitted to keep one of the books for his personal library. This practice, introduced in 1969, has helped foster student motivation to read.

An innovation recently tried by the summer schools is the Skill-Centered Program, in which three teachers work as a team--one teaching only word recognition skills, the second only comprehension skills, and the third only vocabulary and work-study skills. Pupils are assigned to the skill areas according to needs, spending the first 45 minutes of each period working on skills.

MATERIALS AND EQUIPMENT

Materials are assigned to reading grade levels on the basis of the diagnostic testing program. For the 1970 reading program the suggested organization and use of materials were as follows:

Pupils reading 3.5 and below

Basic Reading Program	SRA Reading Lab
Reader's Digest Skill Builders--Level 3	Phonics--Continental Press Duplicating Masters

McCall-Crabbs--A,B

Durrell-Murphy Phonics Program

Breakthrough--Winner's Circle

Studyscope

Those pupils who were nonreaders used the complete Basic Reading Program.

Those pupils who read on a third-year level used a modified Basic Reading Program. The experience charts were eliminated and the word recognition and phonic skills taught as needed. Emphasis was placed on word-meaning, comprehension, and work-study skills.

Pupils reading 3.5-4.5

Intensive Reading Program--Lessons and Workbooks

McCall-Crabbs--B,C

Reader's Digest Practice Pad 3

SRA Reading Lab

Continental Press Duplicating Masters

Breakthrough--Beyond the Block

Reader's Digest Advanced Practice Pad

426-154 O - 71 - 2

Controlled Reader--
Album DA

Work-study Skills
Library--C

Those pupils familiar with the IRP workbooks used *Programmed Reading* by Jerold Glassman as an application for the IRP lessons.

Pupils reading 4.5-5.5

Intensive Reading Program--lessons

McCall-Crabbs--C,D

Springboard Reading Lab

Scholastic Wide Worlds

MacMillan's Spectrum

Work-study Skills Library--D

Programmed Reading by Jerold Glassman (as applications for the IRP lessons)

Reader's Digest Advanced Practice Pads

Controlled Reader--Albums DA, EE, FF

Reading Pacers

Pupils reading 5.5-6.9

Intensive Reading Program--Extension Lessons (IRP lessons where needed)	Gateway Series--apply above lessons
McCall-Crabbs--D	SRA Reading for Understanding
Kaleidoscope	Dimensions 120
Controlled Reader--EE, FF, GH or HG	Word Clues--G,H
	MacMillan's Spectrum
	Work-study Skills Library--E

The Basic Reading Program and the Intensive Reading Program used in the summer classes are outlined in the *Reading Handbook;* they provide the teachers with instructional plans for students on various reading levels. In both programs specific skills are treated in one or more lessons, using workbooks and experience charts. Teachers may assign appropriate lessons to students who need work on a particular skill.

The Basic Reading Program has instructional activities for non-readers and for students reading up to the third-grade level. If the class consists of nonreaders, the teacher teaches a skill

lesson or experience chart and a phonics lesson each session. If the pupils are not nonreaders or are reading on approximately a third-grade level, the teacher may modify the basic program by including word meaning and comprehension skills. He also teaches phonics as needed and adds another reading activity each session, using materials other than those in the Basic Reading Program.

Basic Reading Program skill areas are comprehension and word meaning, and phonics. Specific skills in the first area include understanding the main idea of a sentence, multiple meanings of words, exact meaning of a word, main idea of a paragraph, details that illustrate the main idea, skimming, and inference. Phonics skills deal with consonants and blends, vowels and digraphs, inflectional endings, irregular consonant and vowel combinations, and diphthongs.

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In the Intensive Reading Program, students reading above the third-grade level are taught one comprehension or structural analysis lesson each day for a period of about 30 minutes. Lesson plans for each skill are given in the IRP manual. Applications of each skill are also included; these may be drawn from the IRP workbooks or other reading matter. Comprehension skills include

word meaning and contextual clues, following directions, main idea and details of sentences and paragraphs, figurative language, and organization and classification. Structural analysis skills include knowledge of root words and endings, compounds, prefixes, and suffixes.

IRP, like BRP, also includes a complete series of lessons on various phonics skills, which are to be taught as needed for about 10 to 15 minutes each session. In addition, there are "directed reading activities" which may be used as an additional reinforcement for specific skills. These consist of stories, specially adapted to the students' reading level and designed to provide practice in such skills as using synonym and definition clues, using context clues to find word meaning, or predicting outcomes.

Special equipment used includes the controlled reader, a reading machine designed to develop the powers of concentration, comprehension, and speed. Materials are provided on the fourth- through seventh-grade levels. In 1970 most of the schools scheduled classes to use the machine 3 times per week for 45-minute periods in order to allow many classes to share it. One or two machines were provided for every school. One school used the machine only with the slowest readers, in combination with a

tachistoscope. Filmstrips on a lower level were used with it, along with other phonic and skill materials. Another school organized a reading laboratory in one room, which contained the controlled reader, two reading pacers, and various materials. Classes were scheduled to visit this room 3 times per week for 45-minute periods to do specific assignments.

The reading pacer, a reading machine used by an individual pupil to develop vocabulary and comprehension, was used in two schools in 1970. Each school had two machines. One teacher in each school used the machines and assigned groups of pupils to work with them for 30-minute periods. In addition, the slowest class in each school was given a studyscope, which permits 15 pupils to work individually on needed phonic and structural analysis skills.

PERSONNEL The Summer Junior High Schools program for the city as a whole is directed by Dr. Bernard A. Fox, program coordinator, and employs a full staff of principals, teachers, general assistants, secretaries, and guidance counselors. The reading program itself includes additional special personnel--a reading consultant,

school reading coordinators, reading teachers, and some student teachers.

The reading consultant supervises the reading program on a district-wide level. She prepares the *Reading Handbook* and works with the instructional staff, particularly the reading coordinator, in the various schools.

Each school has one reading coordinator selected by the reading consultant from the staff of reading teachers at that school. The school coordinators are given one 90-minute period each day in which to work on the following special duties:

- Organize the testing program
- Analyze the test results
- Reorganize reading classes on the basis of the test results
- Place new pupils in reading classes
- Distribute reading materials
- Revise programs where necessary

- Help teachers in the use of the materials
- Evaluate new programs
- Prepare the end-of-term reading reports

The reading coordinators assist in the diagnostic testing. The program staff has developed an unstandardized testing procedure by which the particular deficiencies of individual students are identified. This testing procedure is a principal component of the program.

A meeting of all school reading coordinators is held early in the summer. At this meeting, the reading consultant discusses the handbook, the testing program, materials, organization of classes, etc. Each school coordinator, in turn, meets with the teachers of his school to relay information from the meeting and organize the reading program for the school.

The reading teachers adapt the programs to fit the individual needs of the pupils; they have added many teacher-made materials to the commercial materials. The hiring of teachers is carried out according to union contract. For the most part, those employed are teachers who have had previous experience with remedial

teaching in the subject concerned and who have been employed in previous summer schools.

The summer school program coordinator estimates the cost of the reading classes at $100 per pupil. This figure includes the cost of all things provided especially for the summer school; it does not include initial capital expenses such as the cost of new buildings, property, and equipment normally found in the schools. Teachers' salaries for the summer program are derived from Federal Government specifications and are standard for all teachers; in the summer of 1969 the rate of pay was fixed at $10.25 per hour. It is estimated that another school system could implement the same program for roughly the same amount of $100 per pupil.

BUDGET

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Evaluation

Evaluation of pupils in the reading program is based on scores from the Metropolitan Achievement Test in Reading, which is administered at the beginning and end of the session. The test is scored with reference to norms developed for the local school system.

For 1970, 1,472 students took both tests. Of these, 81.1 percent showed growth, 5.6 percent showed no growth, and 13.3 percent showed regressions. Of the 196 regressions, however, 56 regressed only 1 or 2 months, and this figure has little statistical significance since it may be due to the standard error of measurement. Median growth of students in the 1970 program was 9 months.

According to available evaluation data there have been improvements in the degree of success evident in the program in recent years. The gain in grade equivalent of reading achievement in the 1969 summer schools was approximately twice as great as that reported for the 1967 summer schools. The program has had a low dropout rate and staff members are pleased with its continuing success and improvement.

The Summer Junior High School coordinator cited highly motivated pupils, a reading coordinator assigned to each school, and experienced reading teachers as the three most important components of the program.

The employment of skilled coordinators both for the program as a whole and for the reading component within each school did appear to be a major factor in the success of the program. The coordinators provided ideas and materials and contributed to the skills of the classroom teachers through training and preparation as well as supervision during the program.

Another important component related to the supervisory practices was the annual evaluation of the program and the implementation of the most highly ranked recommendations for improvement each year.

The 1970 program report listed items which were cited in the evaluation as needing improvement. These included some classes which started late due to unexpectedly heavy registration, some classes which were too large or in unattractive classrooms, late delivery of some materials, and the lack of educational assistants

to work with small groups and individuals. Recommendations for the 1971 program call for measures to eliminate all of these problems.

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For Further Information

The Summer Junior High Schools and the reading program are described in the following documents:

- *It Works--Junior High Summer Institutes, New York City*, U.S. Department of Health, Education, and Welfare
- *Reading Handbook, Summer Junior High School--1970*, Audrey Weiner and Bernard A. Fox (mimeo.)
- *'70 Report--Summer Junior High Schools, Mathematics Science Institute, Creative Arts Academy, School for Humanities*, Bernard A. Fox, Board of Education, City of New York

For further information on the program or to make arrangements prior to a visit, contact:

Dr. Bernard A. Fox, Coordinator
Office of Summer Junior High Schools
Board of Education
110 Livingston Street
Brooklyn, N.Y. 11201

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MODEL PROGRAMS--Reading Series

Ten promising reading programs are included in this series. Following of these programs, their location, and a short descriptive statement

- Summer Remedial and Enrichment Program, Thomasville, Ga.
  An 8-week program of individualized and small group instruction with an emphasis on improved reading skills.

- Programed Tutorial Reading Project, Indianapolis, Ind.
  A program using paraprofessionals to individually tutor disadvantaged children in reading.

- Summer Junior High Schools, New York, N.Y.
  An intensive summer remedial program which fosters reading growth for junior high school students.

- Topeka Reading Clinic, Centers, and Services, Topeka, Kans.
  A remedial reading program serving about 1,000 students in grades 4 through 9.

- Bloom Twp. High School Reading Program, Chicago Heights, Ill.
  A high school reading program to help poor readers through individually prescribed study in specific content areas.

- Intensive Reading Instruc
  A team approach provi
  struction to disadvar

- Elementary Reading Center
  Centers which provide
  instruction for eleme
  and reading resources

- School-Within-A-School, K
  A program for low-ach
  grade students to dev
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- Remedial Reading Program,
  A small-group remedia
  for Mexican-American

- Yuba County Reading-Lear
  A two-part program of
  teacher training to i
  skills.

Seven programs included in the first *Model Program* series--on childhood education--we promising reading programs. These are the Interdependent Learner Model of a Follow T N.Y., Responsive Environment Model of a Follow Through Program, Goldsboro, N.C., DOVA Monticello, Fla.; Corrective Reading Program, Wichita, Kans.; Exemplary Center for Re Salt Lake City, Utah; Perceptual Development Center Program, Natchez, Miss.; and Proj

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School Reading Program, Chicago Heights, Ill.
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as.

- Intensive Reading Instructional Teams, Hartford, Conn.
  A team approach providing intensive reading instruction to disadvantaged first-grade children.

- Elementary Reading Centers, Milwaukee, Wis.
  Centers which provide remedial reading instruction for elementary school children and reading resources services for teachers.

- School-Within-A-School, Keokuk, Iowa
  A program for low-achieving seventh-grade students to develop basic reading skills and improve student attitudes toward school.

- Remedial Reading Program, Pojoaque, N.M.
  A small-group remedial reading program for Mexican-American and Indian children.

- Yuba County Reading-Learning Center, Marysville, Calif.
  A two-part program of clinic instruction and teacher training to improve children's reading skills.

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